**K-5 ELA Lesson Plan**

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| **Teacher:**  **Tasha & Fonda** | | **Grade:**  **4th** | | | **Date(s)**:  **Day 1-2** |
| **Unit Title: Establishing a Community of Good Readers and Writers** | | | **Corresponding Unit Task: 1** | | |
| **Essential Question(s): How does literature help readers make sense of their own lives? How do readers infer character traits based on their thoughts, actions, and dialogue? Why do authors use descriptive language to develop a character? How do we engage in collaborative discussion?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Character Trait Cards** * **Poem *Mother to Son* byLangston Hughes** * **Elements of Fiction Chart** | | | | * **character traits** * **character** * **audience** * **collaborative discussion** * **poetry** * **setting** * **text evidence** * **theme** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * ***Modeled*** * ***Shared*** * ***Guided Practice*** * Independent | **Reading**  **Standards:**  RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  RL.4.10 - By the end of the year, read and comprehend literature including stories, dramas, and poetry in the grade 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.  RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.  RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details  **I Can Statement(s):**   * **I can infer traits to describe a character based on their thoughts, actions, and dialogue while give evidence for my thinking from the text.** * **I can participate in collaborative discussions.** * **I can use literature to make sense of my own life.**   **Instructional Plan:**   * **The teacher will model her character traits by introducing herself as a unique person. The students will be given a character trait card to discuss with a partner and complete a written description of the trait before being given the actual definition. An anchor chart of character traits will be created as students present their cards.** * **The teacher will review and model the collaborative discussion group rules.** * **The teacher will model fluently reading the poem, *Mother to Son* by Langston Hughes, aloud to students with expression.** * **The teacher will post discussions questions while students work in collaborative groups to answer/discuss.** * **The students will participate in a JIGSAW style collaborative sharing of the discussions from their previous groups.** * **The students will participate in a whole group discussion of their small group’s discussions and reflections of the poem.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  **I Can Statement(s):**   * **I can annotate the text.**   **Instructional Plan:**   * After the teachers initial reading, in which she reviewed annotation, the students will read and annotate the poem with a partner or small group. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 2. Consult reference materials (*e.g., dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.   **I Can Statement(s):**   * **I can analyze content specific vocabulary.**   **Instructional Plan:**   * **The students will create a vocabulary journal for Tier III words and complete a Frayer model activity for words identified as unknown.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   **I Can Statement(s):**  I can engage in collaborative discussions by being prepared and ready to talk about topics.  **Instructional Plan: (See Reading)**   * **Initial Collaborative Groups** * **Jigsaw Collaborative Group** * **Whole Group Sharing** | | | | |
| **Closing/Summarizing Strategy** | * **The students will participate in a whole group discussion of their small group’s discussions and reflections of the poem.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * **The students will create a “copycat” poem expressing their life experience (Ex.”Life for me ain’t been no rollercoaster”)** | | * **The students will complete a word sort of character traits (positive/negative) and list possible examples/non-examples of character traits.** | | | * **Write *good* and *bad* on the board and give some examples of good and bad behavior, for example:**   + **If you smiled at me in the hall, you are...** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * Informal Observation * Annotated Poem * Frayer Model Activity | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*